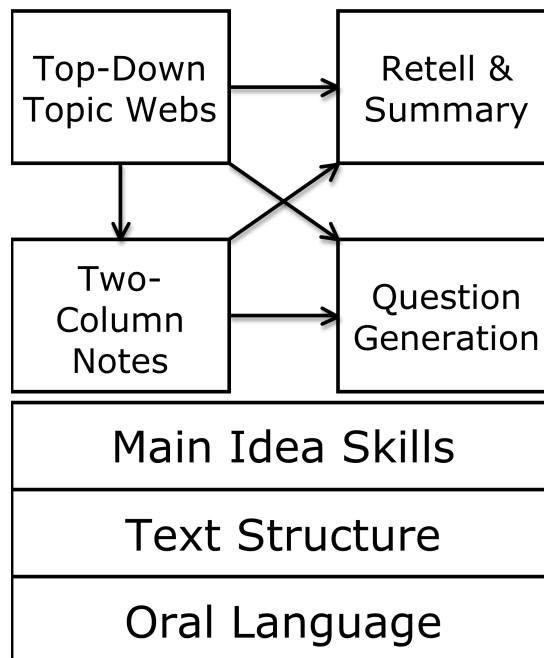


Keys to Primary Comprehension

Joan Sedita



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Categorizing and Main Idea Skills

Main Idea Skills

- The ability to **identify** and **state** main idea is a *foundational* comprehension skill.
- Main idea terms:
 - “Chunking”, “getting the gist,” identify theme, “seeing the forest through the trees”
 - Topic, main idea, topic sentence

Introducing Main Ideas in Primary Grades

- *Focus on categorizing*
- *More discussion and oral responses*
- *Use of pictures and visual prompts*
- *Emphasis on paragraph-level main ideas with structured examples*
- *More think aloud*
- *More scaffolding and guided practice*

Finding the Main Idea


1. Identify the details.

2. Compare the details to determine what they have in common.

3. Use your own words to paraphrase what they have in common.

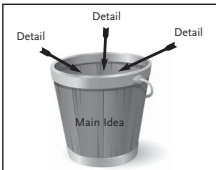
Techniques

Goldilocks




- Is my main idea too specific?
- Is my main idea too general?
- How can I change it so it is just right?

Labeling the Bucket



- What label for the bucket describes what is inside?

Self-Cuing



- The topic is _____
- What is the paragraph saying about the topic? _____

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Categorizing

- Start with everyday then move to content specific
 - *Objects*
 - *Pictures*
 - *Words*
- How?
 - *Closed or Open Sorts*
 - *Single to multiple categories*
 - *Give details and ask for categories or give categories and ask for details*

Example: Pumpkins

blossom: *flower of the pumpkin plant*
carve: *cutting a face into a pumpkin with a sharp knife*
cheese pumpkin: *a yellow pumpkin*
ghost pumpkin: *a white pumpkin*
jack-o-lantern: *a carved pumpkin with a candle inside used on Halloween*
pulp: *the gooey guts inside the pumpkin*
pumpkin: *a round relative of the squash family*
pumpkin bread: *a yummy sweet bread made from pumpkins*
pumpkin pie: *a delicious dessert made from pumpkins*
roots: *the part of the plant that grows underground*
seeds: *what you plant in the soil*
vine: *long stem that grows from the seeds on the ground*

Categories

Parts of a pumpkin plant:

blossom, pulp, roots, seeds, vine

Ways to use pumpkins:

carve, jack-o-lantern, pumpkin bread, pumpkin pie

Kinds of pumpkins: cheese, ghost, jack-o-lantern

Example: Space

asteroid
 aurora
 Big Dipper
 binary star
 Cassiopeia
 comet
 constellation

Earth
 galaxy
 Jupiter
 Little Dipper
 Mars
 Mercury
 Meteor

Neptune
 North Star
 nova
 Orion's Belt
 Saturn
 sun

Categories

Planets: Earth, Jupiter, Mars, Mercury, Neptune, Saturn, Uranus, Venus

Constellations: Big Dipper, Cassiopeia, Little Dipper, Orion's Belt

Stars: binary star, galaxy, North Star, nova, sun

Items that orbit the sun: asteroid, comet, Earth, Jupiter, Mars, Mercury, Neptune, Saturn, Uranus, Venus

Things we can see in the sky without a telescope: Big Dipper, Cassiopeia, constellation, Little Dipper, Mars, meteor, North Star, Orion's Belt, sun

Words that did not fit into a category: aurora

Activity: Categorize Vocabulary Words

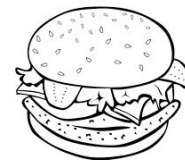
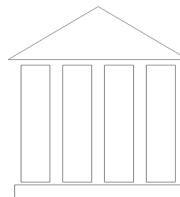
Directions: Devise categories for the list of weather-related words.

blizzard: major snowstorm with winds of 35 miles per hour or more
Celsius: a temperature scale in which 0 is freezing and 100 is boiling
centigrade: divided into 100 degrees as a scale
cirrus: high, thin, wispy clouds
cumulus: low clouds with flat bases and dome-shaped upper surfaces
degree: a measure of temperature difference on a temperature scale
drizzle: snow falling in the form of tiny water droplets
Fahrenheit: a temperature scale that has a freezing point of 32 degrees and a boiling point of 212 degrees
fog: a visible aggregate of minute water droplets suspended in the atmosphere
hail: pellets of ice and snow created within clouds, that then fall to Earth
heat wave: a period of abnormally and uncomfortably hot weather
hurricane: major storms with winds ranging from 40 to 150 miles per hour
Kelvin: a temperature scale used for scientific purposes
lightening: flashes of electrical discharges moving through the atmosphere during thunderstorms
nimbus: a rain cloud; dense clouds with ragged edges that yields rain or snow
precipitation: condensed moisture that falls to the earth
rain: precipitation in the form of liquid water droplets
showers: precipitation that is characterized by its sudden beginning and ending, changes in intensity, and rapid changes in appearance of the sky
sleet: a mixture of falling rain and snow
snow: frozen precipitation in the form of white or translucent ice crystals
stratus: a low, sheetlike cloud; the most common of all clouds
thunderstorm: violent local atmospheric disturbance accompanied by lightning, thunder, and heavy rain
tornado: a dark funnel-shaped cloud made up of violently rotating winds that can reach speeds of up to 300 miles per hour
virga: streaks or wisps of precipitation, such as water or ice particles, that fall from clouds but evaporate before reaching the ground

Categories:

Paragraphs

- What is a paragraph?
- What are the parts of a paragraph?
- Stated main ideas: The “topic sentence”
- Where is it found?



Determining the Main idea

- What is the topic?
- What is the paragraph saying about the topic?
- Who or what is the paragraph mostly about?
- What is most important information?
- Use the Goldilocks technique to help refine the main idea.
- Is the main Idea stated or implied?

Practice

Seeds are scattered about in many ways. Very often the wind picks up seeds and carries them from one place to another. Sometimes animals take seeds from one place to another when they are looking for food. People often carry seeds from place to place. Some seeds are burrs that stick to clothing and are moved from the field to homes.

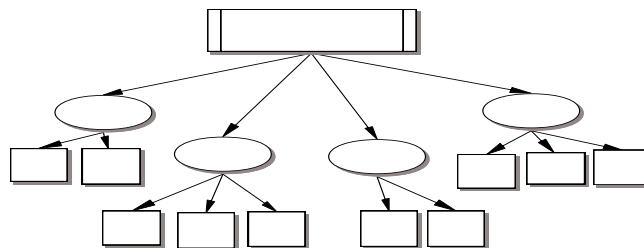
Sara has a cat. She feeds the cat every day. She gives the cat water. She brushes the cat outside.

From time to time, Tortoise had leaves his burrow to find food and water. One day in early spring, Desert Tortoise knew he needed to go out and look for some food and water. As he crawled out, he saw that the desert was alive with beautiful wildflowers. Desert Tortoise especially liked the taste of the desert dandelion. One of the dandelions had fallen to the ground. Tortoise picked it up and carried it in his beak.

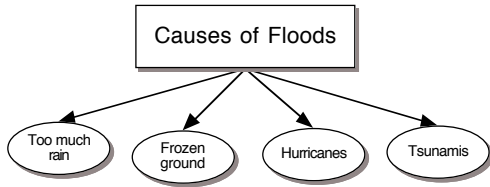
When any snake grows, its skin becomes too tight. The snake rubs its mouth against something rough. This makes the old, tight skin come loose. Then the snake can slowly slither out of it. The skin turns inside out as it rolls off the snake's body. The old skin is left behind in one long piece.

Top-Down Topic Webs

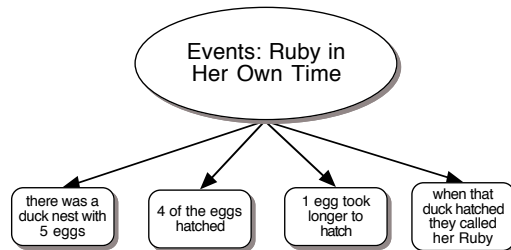
- Visual representation of the “big picture”
- Shows relationships among topics and main ideas in a hierarchical way



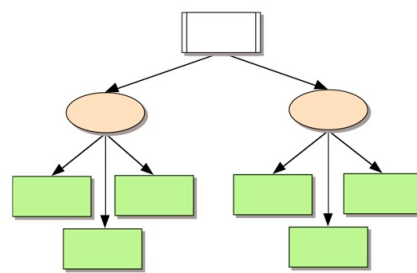
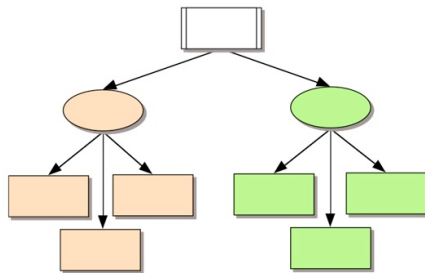
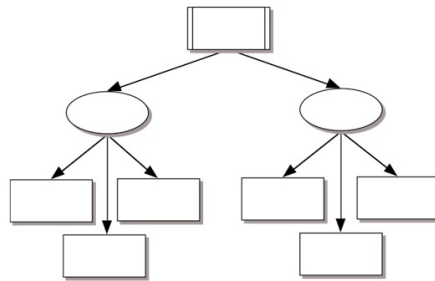
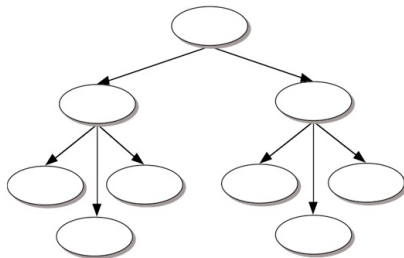
Topics



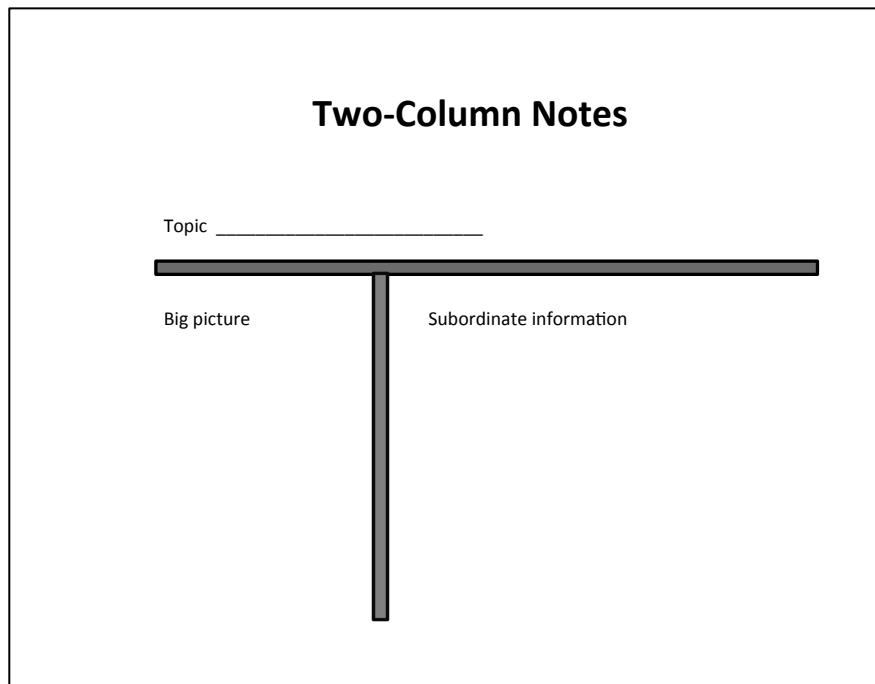
Main Ideas



Position, Shape, Color



Examples of Top-Down Topic Webs are provided at the end of this packet.



Notes in Primary Grades

- Introduction to note taking and the format
- Lots of modeling and think aloud by the teacher
- Gradual release of responsibility
- Start by using pictures

Examples of Top-Down Topic Webs are provided at the end of this packet.

Summarizing

Retell vs. Summary

- A **retell** is orally restating what is remembered from the text
- A **summary** is an overview of the most important information
- Retell is typically for stories; summary can be for stories and informational text
- Summarizing is more difficult

Retelling

- Children develop the ability to tell a story with a logical sequence of events between the ages of 2 and 5
- Requires students to organize and describe events, which enhances reading comprehension
- Increases language use

What is a Summary?

- A review of the main ideas or most important events
- A *selection and reduction* process
- A skill for life

Narrative Summary	Informational Summary
<p>Typically based on major events – what happened at the beginning, in the middle, and at the end</p> <p><i>Sig was a very busy pig. At the beginning of the story, Sig weighed himself and won a contest for being the biggest pig. After that, Sig played in the barn with the other a</i></p>	<p>A review of the main ideas</p> <p><i>Penguins are interesting animals. They have feathers and are black and white. They can move in a couple of ways. One way is to fly with their wings. Another way is to dive in the water. Penguins need to dive to catch what they eat. They eat squid and krill.</i></p>

How to Generate a Summary

1. Distinguish main ideas from details
2. Write in phrase form
3. Introductory statement
4. Main ideas into sentences, a few details
5. Combine the sentences
6. Transition words

Summary Template
<p>1. List the main ideas in phrase form.</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____
<p>2. Write an introductory sentence or topic sentence.</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3. Write all the main ideas in sentences in order.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>4. Add transition words: <i>first, next, last, finally, before, after.</i></p>
<p>5. Proofread your summary.</p>

Transition Words and Phrases for Primary Grades

description	looks like, such as
placement	above, across, behind, below, beside, between, in back of, in front of, near, next to, on top of
compare	alike, both, compared to, just like, in common, same as, similar to
contrast	although, but, however, instead of, on the other hand, unlike
sequence	after, at first, before, beginning with, during, earlier, ending with, finally, first, from then on, last, later, next, second, then, third
cause and effect	as a result, because, because of, caused by, for this reason, leads to, that is why, therefore
to add information	also, another, furthermore, in addition
to conclude	in conclusion, in other words, in short, finally, to conclude
to stress a point	above all, in fact, in other words, most important, to repeat
to provide an example	an example, for example, for instance, such as

Practice

Eating in Space

Par. 1 Life in space can be very different from life on Earth. For example, once you ascend into space where there is no gravity, eating food is a bit trickier. Without gravity, things float around. Eating in orbit is no picnic. Food in space has to be held so that it does not spill.

Main Idea

Par. 2 If food were floating around in the space shuttle, it could be difficult to clean up. If food got into computers or equipment, it could cause a lot of damage. So when it's dinnertime, astronauts strap a food tray to their leg. That way the food is held in place and there is no mess to clean.

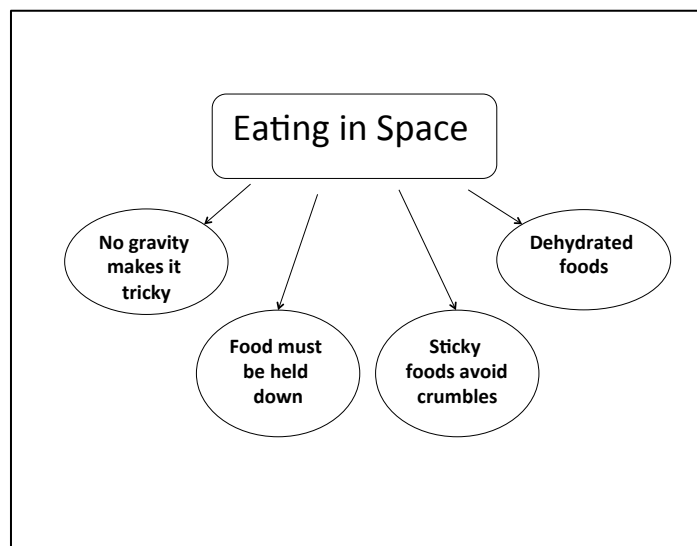
Main Idea

Par. 3 Astronauts have plenty of kinds of foods to choose from when they are in outer space. The best foods are sticky, so they don't crumble. Astronauts enjoy fruit and hot meals like pasta.

Main Idea

Par. 4 Many foods need to be mixed with water. The foods have been dehydrated, which means the water has been removed. This makes them easier to store and keep safe to eat. Once the astronauts add water, they can enjoy anything from macaroni and cheese to freeze-dried ice cream!

Main Idea



Eating in Space

It's not easy eating in space.

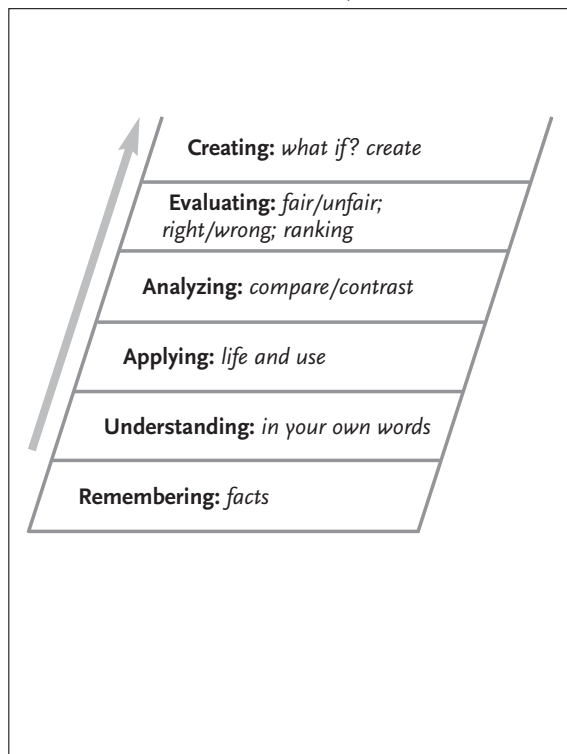
No gravity	<ul style="list-style-type: none"> Makes things float Makes eating tricky
Food must be held down	<ul style="list-style-type: none"> Could cause a mess Damage to equipment Strapped to leg
Sticky foods avoid crumbles	<ul style="list-style-type: none"> Fruit Pasta
Dehydrated foods	<ul style="list-style-type: none"> Easier to store Safer to eat Must be mixed with water

It's not easy to eat when you are in space. One reason is that there is no gravity which makes eating in space tricky. Also, food must be held down so it won't damage equipment. As a result, sticky food that avoids crumbles is best. For example, pasta. Finally, many of the foods are dehydrated and need water added to eat.

Examples of Summaries are provided at the end of this packet.

Question Generation

Bloom's Taxonomy Chart



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Instruction for Question Generation

- Model question generation and provide guided practice
- Teach meaning and use of question terms
 - Teach a continuum of questions

Question Terms

Question Terms: Grades 2-3

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Define	Describe	Act out	Arrange	Assess	Assemble
Find	Discuss	Demonstrate	Categorize	Choose	Construct
Give an example	Explain	Draw	Compare	Conclude	Create
Identify	Restate in own words	Illustrate	Contrast	Defend	Design
Label	Paraphrase	Interview	Examine	Hypothesize	Develop
List	Retell	Make	Group	Judge	Imagine
Locate	Review	Practice	Inspect	Justify	Make
Match	Summarize	Role play	Organize	Rank	Prepare
Name		Sequence	Probe	Rate	Set up
Recall		Solve	Research		What if?
Recognize		Use	Separate		
Show					

Question Terms: Grades K-1 Simplified Version

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Find	Describe	Act out	Arrange	Choose	Construct
Give an example	Explain	Demonstrate	Categorize	Judge	Create
Label	Retell	Draw	Compare	Rank	Design
List	Summarize	Make	Contrast		Imagine
Match		Practice	Group		Invent
Name		Role play	Organize		Make
Show		Use	Separate		What if?

Question Prompts

Level	Prompts
Remembering	Where is... What did... Who was... When did... How many... Locate it in the story... Point to the...
Understanding	Tell me in your own words... What does it mean... Give me an example of... Describe what... What is the main idea of...
Applying	What would happen to you if... How would you solve the problem... If you were there, would you... Find information about...
Analyzing	What other ways could... What things are similar/different? What kind of person is... What things could not have happened in real life? What caused ____ to act the way she/he did?
Evaluating	Rank the events in order of importance. Which character would you most like to meet? Why? Select the best ... why is it the best? Was _____ good or bad? Why? Would you recommend this book? Why or why not?
Creating	What if... What would it be like if... What would have happened if... Tell/write a different ending... Use your imagination to draw a picture of... Pretend you are a... Design a...

adapted from *Checking for Understanding*, Fisher, D.B., and Frey, N. © 2007, ASCD, Alexandria, VA.

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Classroom Examples: Top-Down Topic Webs

Introducing Topic Webs

Using Pictures

Animals

Farm Animals

House Pets

Transportation

Land

Sea

air

Car

Ship

Plane

Truck

Sailboat

Helicopter

Bicycle

Jet Ski

Air balloon

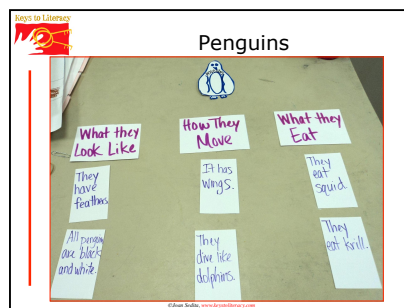
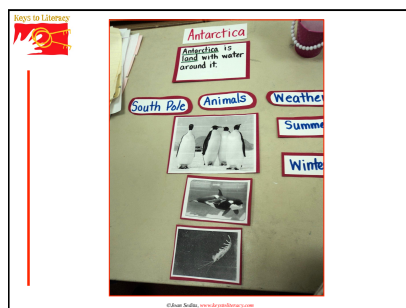
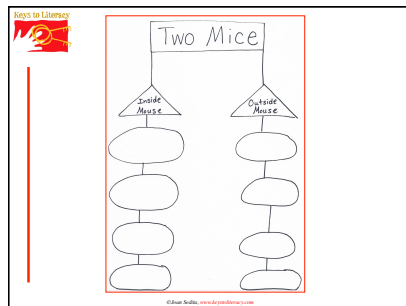
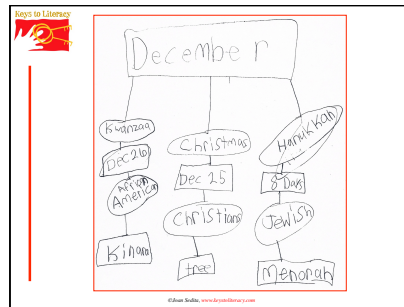
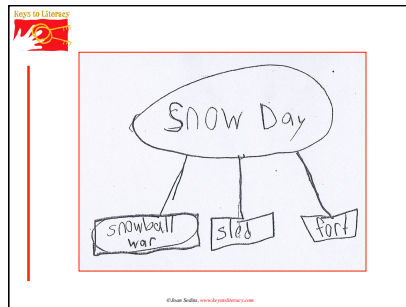
Money

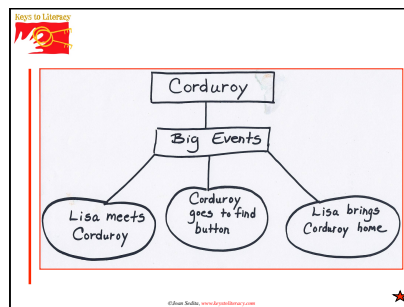
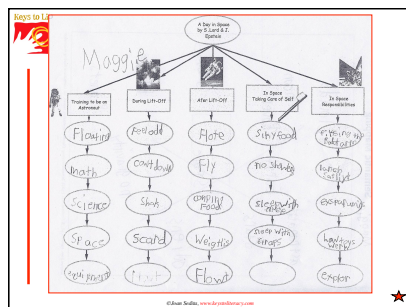
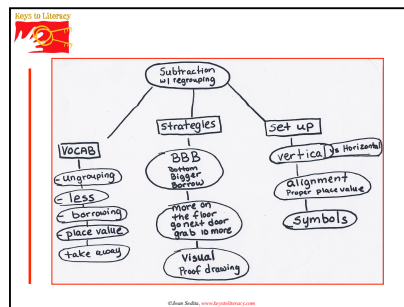
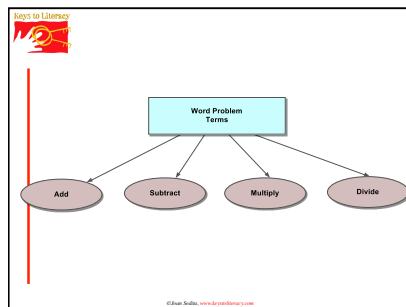
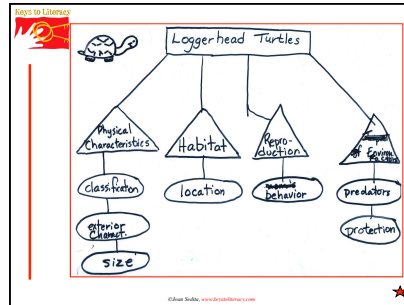
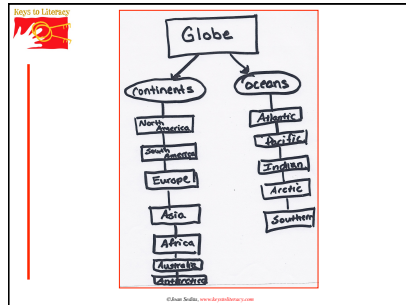
1 cent

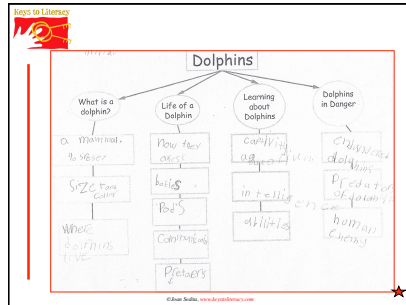
5 cents

10 cents

25 cents



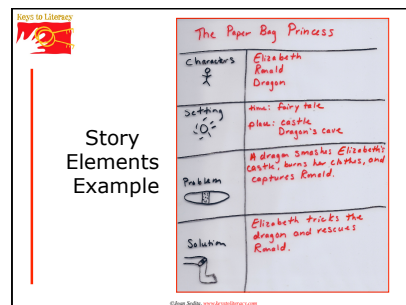
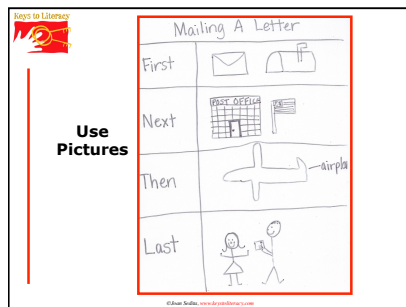




Steps to Literacy

**Classroom Examples:
Two-Column Notes**

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Steps to Literacy

Scaffolding: Everyday Examples

The Seasons

Season	Details
Spring	flowers, birds, warm weather, Easter, school starts, new clothes, longer days
Summer	vacation, swimming, hot weather, ice cream, longer days
Fall	leaves, pumpkins, cooler weather, Halloween, shorter days
Winter	snow, cold weather, holidays, shorter days

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Steps to Literacy

Scaffolding: Provide Main Ideas

Holiday Traditions

Category	Details
night of holiday	
morning of	
Gathering Spot	
Who is present?	
What do you do?	

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Steps to Literacy

Scaffolding: Partially Completed

The Human Body

Main Idea	Details
A Healthy Diet	Nutrients: vitamins, minerals, water, <u>protein</u> , <u>carbohydrates</u> , <u>fats</u>
	Proteins: <u>build muscles</u>
	Carbohydrates: <u>provide main source of energy</u>
	Fats: <u>store energy</u>
	Vitamins: <u>help body keep you healthy</u>
	Minerals: <u>need to keep you healthy</u>

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Steps to Literacy

Scaffolding: Partially Completed

Spiders

Category	Details
Live	• water • land • indoors • under ground • rocks • sand
Size	• period • Book Page
Facts	• spiders are not insects • eight legs + two main eyes • build webs

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Scaffolding: Partially Completed

letters

main idea	details
consonants	* _____ * _____ * _____ * _____
vowels	* _____ * _____ * _____ * _____

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Steps to Literacy


Scaffolding: Partially Completed

4 Ways to Write #s

Form	Example
Standard Form	132
Expanded Form	100 + 30 + 2
Word Form	one hundred and thirty two
Picture Form	

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Keys to Literacy



Seeing

Pupil	<ul style="list-style-type: none"> • opening-lets light in • get smaller with more light • gets bigger in dark
How Eyes Work	<ul style="list-style-type: none"> • light bounces off • picture is made
Nerves	<ul style="list-style-type: none"> • like "wires" • carry message from eye to brain

Ready to Listen



Aberaki

Buildings	<ul style="list-style-type: none"> • wigwams • lodghouses • suader lodgo • meeting Hall • pali-loads
Food	<p>Hunting game such as <u>deer</u> , <u>beaver</u> , or <u>moose</u> .</p> <p>Gathering items found in <u>clatters</u> , such as <u>berries</u> , <u>fruit</u> , and <u>horses</u> .</p>
Clothing	<p>Planting the <u>Three Sisters Garden</u> which includes <u>beans</u> , <u>squash</u> , and <u>corn</u> .</p> <p>Men wear <u>breechclottes</u> and/or <u>deerskin pants</u> .</p> <p>Women wear <u>deerskin skirts</u> and sometimes <u>houses</u> .</p>

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[illegible][illegible]

Keys to Literacy


W2

Name _____ Class _____


Two Columns Taken by **The Titanic Shows That Rise Back** by Mark Twain

Book Title	Details
Continuous Plans	
Reactions	
Rumors	
Voice Phrases	

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Use for Vocabulary

<p style="font-size: 1.5em; font-weight: bold; color: #0070C0;">crops</p>	<p>def: plants grown for food</p> <p>part: Joseph, from</p> <p>syn: season's growth,</p> <p>related words: produce, fruits, fields, farming</p> <p>example: wheat, corn, soybeans</p> <p>mult-mean: to put short</p> <p>sentence: The farmer used his tractor in the field to grow his crops.</p> <p>picture:</p> <div style="text-align: center;">  </div>
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Steps to Literacy

Classroom Examples: Summaries

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Steps to Literacy

Working Dogs

main idea	details
hearing dogs	• help hear • tell when there is a visitor
sled dogs	• pull sleds in snow
herd dogs	• herd sheep • keep sheep safe

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Steps to Literacy

There are many kinds of working dogs.

Some dogs help people because some people can't hear. Another working dog is a sled dog. They help people that can't drive in winter. Herd dogs help herd sheep for the farmers.

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Steps to Literacy

GEORGE Washington

born Feb. 22, 1732
Fredricksburg, Virginia

President • first

WAR Commander in Chief
Revolutionary war

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Steps to Literacy

These are some facts about George Washington.

He was born in Feb. 22, 1732 in Fredricksburg, Virginia. He was the first President of the United States and a commander and chief of the Revolutionary War. George Washington died in Dec. 14, 1799. These are some facts about George Washington.

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Steps to Literacy


Story Map: How I Ride My Elephant to School

Author: Haug-Johnson

Setting	seal school
Character	elephant
Problem	elephant going to school
Major Events	<ul style="list-style-type: none"> 1. elephant 2. school 3. 4. 5.
Solution	lev him home (leave him home)

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Keys to Literacy



Challenges for pilgrims


sickness	no camps
you had	no milk, butter, beef, cheese
if it rained	find rivers & streams, don't go
	to low places, camps
	NO tall mountains, but pilgrims
	burn houses, fire, dry for salt fish
no clothes	no food, not enough
	medicines
and more	hotly sick, became sick

Grade 3
Class generated notes
Student generated
summary



Remember this:
The Pilgrims first year walking during the first year is 1563-64. They did not have a lot of supplies. They did not have food, they did not get on readily. Good. It was hard for the pilgrims to withstand the winter. Your best year was one of the challenges.


Key to Literacy



Classroom Examples:
Question Generation

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Keys to Literacy



Grade 2 Example

- **Remembering/Understanding:** What color is this apple? What kind of apple is it?
- **Applying:** What are different ways we can use the apple?
- **Analyzing:** How are these two apples the same and different?
- **Evaluating:** Which apple tastes best, and why is it better than the others?
- **Creating:** Create a new kind of apple.

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Grade 3 Story

- **Remembering:** List the main characters in *Guys From Space*.
- **Understanding:** Describe the narrator's journey in space.
- **Applying:** If aliens landed in your yard would you travel with them? Explain.
- **Analyzing:** Which parts of the story are fantasy? How can you tell?
- **Evaluating:** Which character from *Guys From Space* would you like to meet? Why?
- **Creating:** Create your own alien.

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Paths to Literacy

2

Grade 2 Science

- **Remembering**- Name three kinds of cephalopods.
- **Understanding**- Describe how a cuttlefish eats.
- **Applying**- Draw an octopus in its natural habitat.
- **Analyzing**- Compare squid and cuttlefish. What do they have in common.
- **Evaluating**- Choose the best cephalopod. Why is it the best?
- **Creating**- Create a new kind of cephalopod that has some characteristics of all three in the text.

Story

- **Remembering:** Identify where the story takes place.
- **Understanding:** Describe Joan's new neighborhood.
- **Applying:** Draw a picture of Joan's new neighborhood.
- **Analyzing:** Compare and contrast Joan's old and new neighborhoods.
- **Evaluating:** Choose which neighborhood you would like to live in. Explain why.
- **Creating:** Create a map of Joan's neighborhood.